



History Statement

We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Intent

At Lawdale Junior School, our intention is to ensure that children develop understanding of, and interest in, the events, civilisations, empires and societies that have impacted on, and been impacted by, Britain and the wider world.

Our curriculum is designed to meet the requirements of the national curriculum by teaching skills and knowledge through the key strands: enquiry; investigating and interpreting the past; chronology and making connections.

Through every history topic, we plan to introduce the specific historical vocabulary that is needed to ensure that children are able to meaningfully engage with their learning and explain their thinking, using the correct terminology.

We aim to develop children's understanding of local, national and global history and to be able to recognise their own culture and history within that, because we recognise the value this approach has to both the development of knowledge and cultural capital.

Implementation

At Lawdale Junior School, we follow the national curriculum, using the Historical Association unit plans as a starting point, to ensure that our lessons are accurate and high quality. These units offer opportunities to develop skills and knowledge in all topics. We plan a curriculum that allows the children to investigate and interrogate a range of both primary and secondary sources, in order to develop historical understanding, including how interpretations may differ. Our planning gives children the skills to recognise similarities and differences and change and continuity across a range of historical contexts. Lessons are planned to build skills and knowledge across the unit, using a range of teaching strategies, good quality texts and, where possible, trips and visits, in order to help bring history to life.

During their time at Lawdale, the children keep a History Journey book, which allows them to gradually build a sense of chronology, and record their learning at the end of each topic. This book is used at the start of new history topics, in order to help the children to understand where their new learning fits chronologically with prior learning. Over the course of the four years children build up an understanding of what was happening in the world at different points in time. In addition to the final piece of work, that showcases the children's learning for the unit, they also record and keep a topic specific vocabulary bank, which is updated throughout the sequence of lessons and provides the children with a knowledge base, which they can refer back to when embarking on their next topic.

The children's learning is assessed at the end of each unit against the different areas of the history curriculum. This informs teachers of the strengths and areas for development, for both the whole class and individuals, as the children progress through the school.

Impact

The impact of our history learning at Lawdale Junior School is a developing understanding of how modern Britain, and the world, has developed and the reasons for particular changes and continuities during different periods of time.

The children develop confidence in their ability to think critically, explore evidence through the use of sources, recognise validity and extend their historical vocabulary.

Our approach to history teaching also supports understanding of their local and cultural history, a key component to the development of cultural capital.